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ATTITUDES OF PUBLIC SCHOOL PERSONNEL TOWARDS THE INTRODUCTION TO VOCATIONS PROGRAM IN NORTH CAROLINA.

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DURING THE ACADEMIC YEAR 1963-64, NORTH CAROLINA SCHOOLS INTRODUCED A NINTH-GRADE COURSE WHICH PROVIDED OCCUPATIONAL INFORMATION AS A BASIS FOR VOCATIONAL PLANNING. AFTER 4 YEARS, 366 TEACHERS AND ADMINISTRATORS WHO HAD AT LEAST 2 YEARS EXPERIENCE WITH THE PROGRAM WERE SURVEYED BY QUESTIONNAIRES. EIGHTY PERCENT RESPONDED. AREAS COVERED WERE NEED FOR THE COURSE, APPROPRIATENESS OF OBJECTIVES AND THE EXTENT TO WHICH THEY WERE MET, RELATIONSHIP TO OTHER COURSES, APPROPRIATENESS OF CONTENT AND GRADE LEVEL, REQUIRED TEACHER QUALIFICATIONS, MOST EFFECTIVE TEACHING METHODS, AND SUGGESTIONS FOR AND BARRIERS TO IMPROVEMENT. THE WRITER CONCLUDED THAT (1) SUCH A COURSE IS NEEDED, (2) THE OBJECTIVES ARE SATISFACTORILY ATTAINED IN MOST SCHOOLS, (3) THE STUDENTS' DECISIONS SHOULD DETERMINE LATER COURSE OFFERINGS, (4) SUCCESSFUL COMPLETION OF THE COURSE SHOULD RESULT IN FEWER DROPOUTS, (5) MORE STUDY IS NEEDED TO LEARN IF THE COURSE SHOULD BE REQUIRED OR ELECTIVE, (6) BOTH BOYS AND GIRLS SHOULD TAKE THE COURSE, (7) RESOURCE PERSONS AND FIELD TRIPS SHOULD BE USED EXTENSIVELY, (8) THERE SHOULD BE ADEQUATE TEACHING MATERIALS, SUPPLIES, AND EQUIPMENT, (9) MORE ATTENTION SHOULD BE GIVEN TO TEACHER PREPARATION, AND (10) MORE ADEQUATE BUDGETS SHOULD BE PROVIDED. (MS)

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By

JOSEPH RAY CLARY

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ATTITUDES OF PUBLIC SCHOOL PERSONNEL TOWARD THE INTRODUCTION TO VOCATIONS PROGRAM IN NORTH CAROLINA

Joseph Ray Clary

1967

Research Series in Occupational Education - No. 2
A report of research conducted by Joseph Ray Clary, School of Education, North Carolina State University, Raleigh, Publication and dissemination of research findings is in cooperation with the North Carolina Research Coordinating Unit in Occupational Education.

FOREWORD

This study has been a cooperative effort between the Introduction to Vocations Section of the Division of Vocational Education, North Carolina Department of Public Instruction and the School of Education, North Carolina State University.

The writer wishes to express his deep appreciation to the following persons who have contributed to this effort:

To Mr. Tommie Stephens, State Supervisor of Introduction to Vocations, for the many hours spent in helping to plan and conduct this study and in editing the report.

To Mr. Robert A. Mullen, Associate Director of the Division of Vocational Education, for his encouragement and support, for help in planning the study, and for help in editing the report.

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To Mrs. Priscilla Turner, Secretary, Introduction to Vocations Section, Division of Vocational Education, for assistance in correspondence, mailing of the instruments, checking on returns, and for her personal interest in the study.

To my secretaries, Miss Renee Cousino, Mrs. Kathy Watson and Mrs. Brenda Perry, for their work on the instruments and this report.

To the teachers of Introduction to Vocations, principals, superintendents, and local directors of vocational education who reacted to the instrument and wrote in comments and suggestions.

This publication and others to follow are a result of the partial fulfillment of the commitment of the North Carolina Research Coordinating Unit to:

(a) Stimulate research in occupational education

(b) Identify problems for research.

(c) Develop a system by which national, state and local data may be organized and made available.

(d) Maintain communication between people who are working in occupational education and research workers.

(e) Assist in conducting training programs on activities involved in the research-action continuum.

(f) Provide consultant services in state, local and area research developmental activities.

Joe R. Clary
Director

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SECTION I - THE NATURE OF THE STUDY

Introduction

The justification for a vocational education course at the early high school level is associated with the needs of this age group. Youth at the early high school age have rather specific characteristics which in turn suggest certain needs. For example they lack first-hand knowledge of the world of work; therefore, they need experiences which will supply this knowledge both directly and vicariously. They have not had opportunities to explore their capacities in various areas under a variety of situations; therefore they need opportunities to self-appraise their emerging potentials. This age group also is characterized by a lack of self-confidence; a need then is for experiences which tend to build self-assurance into the developing personality.

There is considerable research which indicates that youth tend to make occupational choices in stages. Perhaps more than any other, the work of Super[1] and his associates has received attention from vocational educators. Super's findings were used extensively in establishing the framework for the course studied in this project. It seems important to summarize two of these findings:

1. Vocational development is a process of growth and learning which includes all phases of vocational behavior related to work. It begins with orientation to work and ends with retirement. Between these extremes a worker makes choices, enters, leaves or otherwise adjusts as necessary in his occupation(s).

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[1] Super, Donald E. The Vocational Maturity of Ninth Grade Boys. New York: Bureau of Publications, Teachers College, Columbia University, 1960.

An individual passes through a number of stages in making occupational choices. Most ninth grade boys have progressed only to the tentative stage of occupational choice.

2. The vocational maturity of ninth grade boys is defined as behavior in preparation for vocational choices. Thus, we could say that vocational education at this stage of development could be defined as planning and looking ahead toward an occupational choice. At this level we see that educational programs need not, in fact should not, emphasize the selection of one's occupation for life or preparing oneself directly for work in a specific occupation. Planfulness is the key word.

In other words, a person doesn't reach an ultimate vocational decision at a single moment in time, but through a series of decisions over a period of many years. Yet, youth are required to make a number of educational decisions at about the ninth grade level which have an important influence on their later occupational lives. For example, many of the high schools in North Carolina are so organized that students must select one of several educational routes at the beginning of the ninth grade. Other decisions must be made, such as whether or not to continue in school beyond the age of 16, and, if so, what course to take, and whether to look forward to continuing formal education beyond high school. The decisions students make at this point influence greatly their eventual vocational careers by either limiting or increasing their future educational and vocational choices.

Students enrolling in vocational education courses are required to have an occupational objective. What criteria do early high school students have for making such decisions? Many vocational programs in the public schools require a substantial amount of the student's instructional time. A wrong decision in terms of interests and aptitudes for a vocation

in which training he enrolls can have serious consequences for the student. He has almost no chance for error. And yet, he may almost totally lack information and background experiences upon which to make a decision.

With such considerations in mind, there was established in the public school curriculum in North Carolina a course designed to help students prepare to make the choices which are called for as they move through school toward an ultimate vocation. Instruction is designed to provide some of the information and background experiences necessary to help early high school students make choices which are satisfying and productive for both themselves and the society of which they are a part.

History

In 1963, through the efforts of interested members of the North Carolina State Legislature, an Act, known as the Clark-Long Bill, established funds for instituting in the public schools of North Carolina, a program of "Comprehensive and Diversified Vocational Education." One part of this program developed into a course called Introduction to Vocational Education. The course was concerned with providing occupational information for ninth grade boys and girls as a basis for making decisions concerning their vocational futures and educational requirements and opportunities associated with these vocational choices.

Forty-five schools, 45 teachers of Introduction to Vocational Education and 2,410 students were involved in the program during the 1963-64 school year. In the 1964-65 school year, 94 schools,

104 teachers and 4,715 students participated in the program and its official name was changed to Introduction to Vocations.

The experimental phase of the program as authorized by the Clark-Long Bill ended on June 30, 1965. On July 1, 1965, the Introduction to Vocations program became a federally reimbursed vocational education program. In the 1965-66 school year, there were 208 schools involved with 207 teachers teaching Introduction to Vocations to 13,554 students. The 1966-67 figures indicate that approximately 250 schools are participating in the program using 236 teachers with an enrollment of between 16,000 and 18,000 students.

These figures represent an increase of over 700 per cent in terms of student enrollment in a four-year period. Inasmuch as the course is not required to be taught in the schools and enrollment is voluntary and generally limited to ninth graders, this increase appears to be indicative of the high regard for the course held by students, school administrators, teachers and parents of the students.

Course Objectives

The over-all objective of the course might be stated as follows: "To help students develop plans regarding their occupational and educational futures."

Purposes of the Course

1. To help students appraise their own interests, aptitudes, personalities, and skills in relation to a variety of vocational opportunities.

2. To help students gain a first-hand knowledge, understanding, and appreciation of the changing employment patterns and opportunities in the North Carolina world of work.

3. To help students understand the basic processes of production, processing, and distribution in the American work economy and the importance of human relations and ingenuity in these processes.

4. To acquaint students with the major occupational fields, including economic structure, organizational structure, specializations, relationships to other occupational areas, kinds of work involved, and educational and other training requirements.

Institutional Objectives

1. To explore and to evaluate selected methods of orienting students regarding vocational opportunities.

2. To broaden the base for vocational and technical education offerings in the public schools of North Carolina.

Relationship to Subsequent Vocational Education Programs

The diagram on the following page illustrates the relationship of the Introduction to Vocations program to subsequent vocational educatio offerings in the public schools of North Carolina.

Evaluation to Date

An evaluation of the program during the first year of operation was directed by Dr. Norman Chansky, Associate Professor of Education and Psychology, North Carolina State University.

"The Chansky Study"[2] was made at a time when the program was in the developmental stages, the teachers lacked clear insight into

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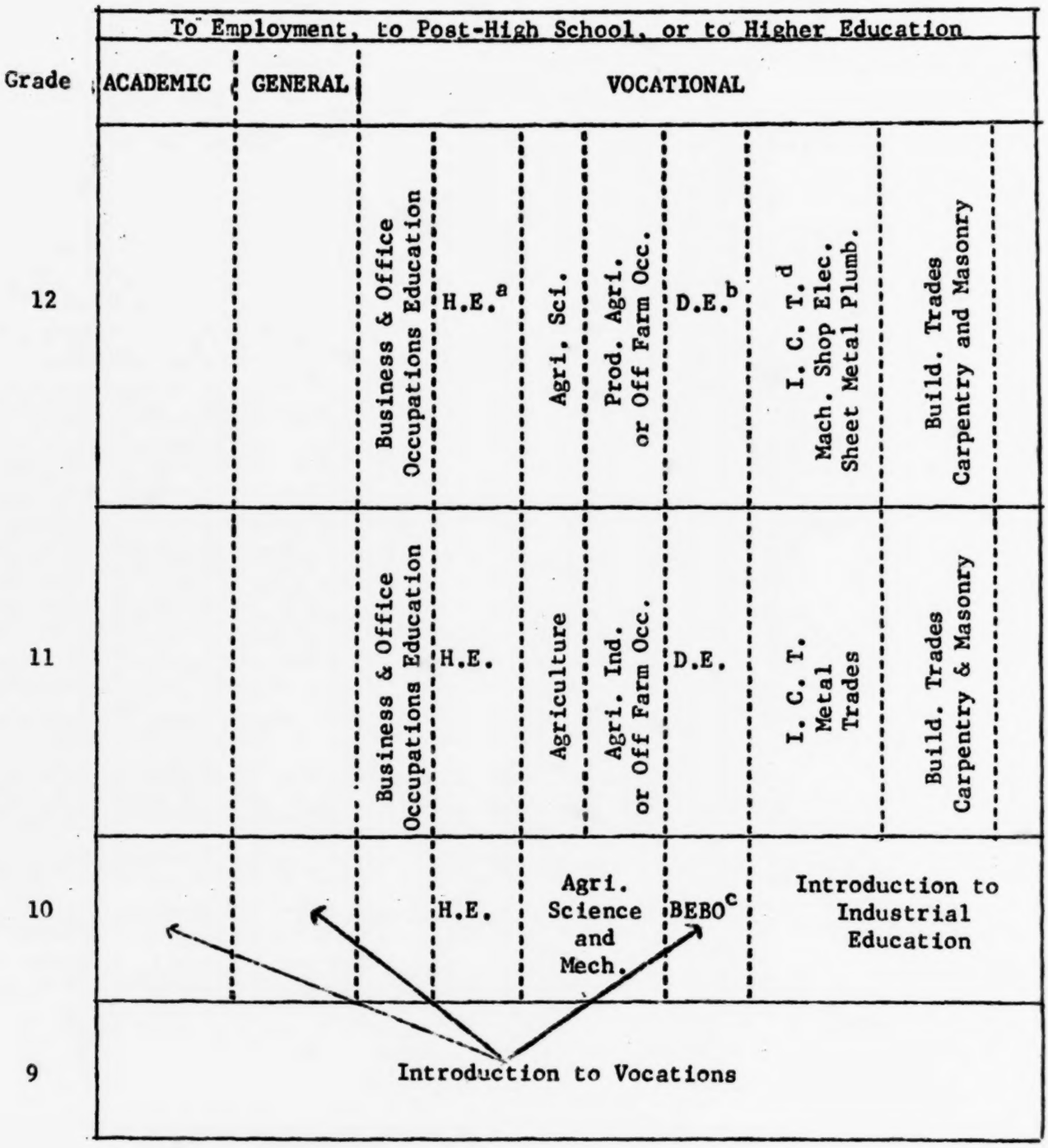
[2]Chansky, Norman M. The Introduction to Vocations Course: An Evaluation, Unpublished research report, School of Education, North Carolina State University, Raleigh, 1964.

A SUGGESTED PATTERN THAT INTRODUCTION TO VOCATIONS STUDENTS CAN FOLLOW IN THE PUBLIC SCHOOLS OF NORTH CAROLINA



[a]Home Economics
[b]Distributive Education
[c]Basic Economics for Business Occupation
[d]Industrial Cooperative Training

direction for the program, few curriculum materials were available, and little in-service education or supervisory help was given to the teachers - at least from the State level. It was not surprising, therefore, that many of the hypotheses set up for the study could not be accepted on the basis of data obtained. These statements are not made to criticize the Chansky Study but to indicate that many of these conditions have been corrected and that the Chansky Study is no longer valid for the program as it is presently being conducted.

Some tentative conclusions, based on both subjective and objective evidence acquired during that first year of operation, did indicated that:

1. Few differences, from objective data, were noted between the team and individual approach. The team teachers, however, were most enthusiastic over this approach and strongly recommended that it be continued.

2. The outlook of most students toward the vocations grew in depth and maturity during the course.

3. Students involved in the course reacted very favorably, 93 per cent indicating they would recommend it to their friends.

4. Parents of students enrolled in the course endorsed it wholeheartedly. Every parent formally evaluating the course for the research team recommended that it remain in the curriculum for ninth-grade students.

5. School administrators were pleased with the course and have urged its continuation and expansion.

6. The classes that were student-centered and offered a wide variety of learning experiences resulted in greater student interest and depth of understanding than did teacher-dominated, lecture-type classes.

7. Students completing the course acquired a better basis for selecting later high school courses and a deeper appreciation concerning the value of these courses.

8. Efforts should be made to find and/or to prepare additional course material adjusted to the reading and comprehension levels of ninth-grade students.

Duncan[3] studied the reasons for turnover of Introduction to Vocations teachers and found that reassignment to other teaching duties in the same administrative unit or school system was the largest single reason for the turnover. Marriage, promotions, leaving the teaching field entirely, not feeling adequately prepared to teach the course and lack of sufficient materials were involved in several of the decisions. Duncan concluded that, although negative criticism was made by several of the respondents, the level of acceptance of the philosophy and implementation of the Introduction to Vocations program was high for both groups of respondents (Superintendents of schools and former Introduction to Vocations teachers).

Several additional research projects in the area of Introduction to Vocations are in the planning stages.

Major Purpose of the Study

The major purpose of this study was to determine the opinions of Introduction to Vocations teachers, principals, superintendents and local directors of vocational education concerning the Introduction to Vocations program in the schools of North Carolina.

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[3]Duncan, Jack A. "Survey of Reasons for Turnover of Introduction to Vocations Teachers as Reported by Superintendents of Schools and Former Introduction to Vocations Teachers," Unpublished study, School of Education, North Carolina State University, Raleigh, 1966.

Objectives of the Study

The following specific objectives were identified to guide the direction of this study:

1. To determine the extent to which these groups see the need for a course in the public school curriculum which is designed to help students prepare to make occupational and educational choices.

2. To determine the extent to which the course objectives for Introduction to Vocations are seen as realistic and worthwhile objectives.

3. To determine the extent to which the present Introduction to Vocations course is meeting these objectives.

4. To determine the views of Introduction to Vocations teachers, principals, superintendents and local directors of vocational education in regard to:

    a. Grade level placement of the course.

    b. Students to be served by the course.

    c. Relationship of course to other academic and vocational offerings.

    d. Qualifications needed by the teacher.

    e. Appropriateness of course content.

    f. Effect on the dropout problem.

    g. Ways the program might be improved.

5. To identify the most serious barriers to improving the effectiveness of the course.

6. To identify teaching procedures, techniques or aids appearing to be most effective for the course.

7. To identify plans for improving the Introduction to Vocations Program over the next three years.

Scope of the Study

This study was limited to those Introductions to Vocations teachers, principals, and superintendents with a minimum of one year's experience as a teacher or an administrator of an Introduction to Vocations program. Ten local directors of vocational education were invited to participate in the study. The experience qualification criterion was not applied to them.

Methodology Used

The following steps describe the procedure used in making this study:

All research projects having been completed on the Introduction to Vocations program were carefully reviewed.

The research proposal was developed by the writer. It was reviewed and modified by the Introduction to Vocations Staff, Division of Vocational Education, North Carolina Department of Public Instruction, Mr. Robert A. Mullen, Associate Director, Division of Vocational Education, North Carolina Department of Public Instruction, and Dr. Bert Westbrook, Assistant Professor, School of Education, North Carolina State University.

An instrument to secure the desired data was prepared. A copy of this instrument is located in the Appendix section of this report.

It was initially proposed that the population for the study be a sample of Introduction to Vocations teachers, principals and superintendents with at least one year of experience with the program. Further investigation proved the feasibility of including all those who

qualified according to the experience criterion. Ten local directors of vocational education were included in the study.

The instrument was mailed to each person included in the population for the study along with a cover letter soliciting their help. A copy of the cover letter is included in the Appendix section of this report.

One follow-up was made on non-respondents to the first request. A copy of the follow-up letter is included in the Appendix section of this report.

SECTION II - PRESENTATION OF DATA

Introduction

This section of the report is devoted to a presentation of the data gathered from the Introduction to Vocations teachers, principals, superintendents and local directors of vocational education participating in this study. The data will be presented in table form. Each table will be briefly described and representative comments from each of the four groups of respondents will be presented in the discussion. In those areas of the study where the responses do not lend themselves to tabulation, a discussion with representative comments from the respondents will be made.

Table 1 is concerned with the number of Introduction to Vocations teachers, principals, superintendents and local directors included in the population for the study and the number and percentage returns from each group.

Table 1. The number of introduction to vocations teachers, principals, superintendents, and local directors of vocational education included in the population for the study and the number and percentage returns from each group.

Groups in Population	Number in Population	Number of Responses by Group	Percentage Returns
Introduction to Vocations Teachers	123	108	87.8
Principals	157	122	77.7

Table 1. (Continued)

Groups in Population	Number in Population	Number of Responses by Group	Percentage Returns
Superintendents	76	59	77.6
Local Directors of Vocational Education	10	6	60.0
Total	366	295	80.6

Those Introduction to Vocations teachers, principals and superintendents with at least one full year of experience with an Introduction to Vocations program were invited to participate in the study. In some schools, due to personnel changes, this meant that either the principal or teacher might qualify as a respondent while the other one would not. In checking the responses it was found that in a few cases the survey instrument had been completed by the one not qualified to do so according to the criteria set up for respondents in the planning stages of the study. These responses were eliminated.

When an instrument was sent to a superintendent and the response was from one of his assistant superintendents, the response was included in the study. Responses from other staff members in lieu of a response from the superintendent were eliminated.

The number of full-time local directors of vocational education in North Carolina is very small. Ten of the local directors were invited to participate in the study.

Table 1 shows that 366 persons were invited to participate in the study and 295 of these returned usable responses for a percentage return

of 80.6. Introduction to Vocations teachers had the highest percentage response with the principals and superintendents having an almost identical percentage response.

The percentage returns for this study with only one follow-up are excellent. Travers reported that returns from mailed questionnaires rarely exceed 40 per cent.[1] Borg suggested that with an 80 per cent return the question of how the results would have been changed if all subjects had returned the questionnaire is not critical.[2]

Need for a Course

Three statements on the survey instrument used in this study dealt with the need for a course in the public school curriculum designed to help prepare students to make occupational and educational choices. Table 2 summarizes the responses by respondent group to these three statements.

Introduction to Vocations teachers, principals and superintendents generally agreed rather strongly that there are important educational decisions to be made by students at about the ninth grade level which have an important influence on their later occupational lives. Local directors as a group were more neutral on this question, however, it should be pointed out that one "Strongly Disagree" response in a small number of respondents caused the mean response to be high and, therefore,

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[1]Travers, Robert M. W. An Introduction to Education Research, Second Edition, the MacMillan Company, New York, 1964.

[2]Borg, Walter R. Educational Research, An Introduction, David McKay Company, Inc., New York, 1963.

Table 2. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education to statements concerning the need for a course in the public school curriculum designed to help prepare students to make occupational and educational choices.

Statements	C[a]	N[b]	Distribution of Responses[c] SA	A	N	D	SD	Mean Responses
1. Youth are required to make a number of educational decisions at about the ninth grade level which have an important influence on their later occupational lives.	T	108	58	45	2	3	0	1.54
	P	122	54	58	2	7	1	1.71
	S	59	26	31	1	1	0	1.61
	LD	5	0	4	0	0	1	2.50
2. Adequate training is provided at the elementary school level for students to make the educational decisions required of them at the ninth grade level.	T	108	2	5	7	59	35	4.13
	P	120	5	7	11	69	38	3.90
	S	59	2	3	2	36	16	4.03
	LD	6	0	0	0	5	1	4.16
4. Students entering th ninth grade lack a first-hand knowledge, understanding, and appreciation of the changing employment patterns and opportunities in the world of work.	T	108	74	31	1	0	2	1.39
	P	122	75	41	2	2	1	1.47
	S	59	32	25	1	1	0	1.51
	LD	6	3	3	0	0	0	1.50

[a]Category of Respondents (T - Introduction to Vocation Teachers;
P - Principals; S - Superintendents;
LD - Local Directors of Vocational Education)

[b]Number of Respondents by Category

[c]Scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

the "mean response" for this group for this question might be misleading and not representative of their beliefs as a group.

Responses to statement 2 indicated that all four groups of respondents thought that the elementary school training schedule was inadequate to enable the students to effectively make the educational decisions required of them at the ninth grade level. Attention of the reader is called to the fact that a high mean response to this question is in line with the low mean responses on statements 1 and 3.

Strong agreement by all four groups to the fact that students entering the ninth grade lack a first-hand knowledge, understanding and appreciation of the changing employment patterns and opportunities in the world of work is reflected in the mean response to statement 3 in the table above.

Few comments were made by the respondents to the three statements in Table 2. One principal generally agreed with statement 1 but did not feel that definite decisions should be required at the ninth grade level. At any rate he did not feel that the students' progress would necessarily be endangered by waiting until the 10th grade for some of these decisions. One superintendent thought that the educational decisions to be made in the eighth grade were more critical.

Course Objectives for Introduction to Vocations

Table 3 describes responses from Introduction to Vocations teachers, principals, superintendents and local directors to statements built around the course objectives of the Introduction to Vocations course and the extent to which these are seen as realistic and worthwhile objectives.

Table 3. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education to statements concerning the extent to which course objectives for introduction to vocations are seen as realistic and worthwhile objectives

Statements	C[a]	N[b]	Distribution of Responses[c] SA	A	N	D	SD	Mean Responses
3. The over-all objective of the Introduction to Vocations course - "To help students develop plans regarding their occupational and educational futures" - is appropriate for a ninth grade level course.	T	107	43	57	4	3	0	1.69
	P	122	46	66	7	2	1	1.74
	S	58	17	38	2	1	0	1.77
	LD	5	2	2	0	1	0	2.00
4. Students entering the ninth grade lack a first-hand knowledge, understanding, and appreciation of the changing employment patterns and opportunities in the world of work.	T	108	74	31	1	0	2	1.39
	P	122	75	41	2	2	1	1.47
	S	59	32	25	1	1	0	1.51
	LD	6	3	3	0	0	0	1.50
5. Students entering the ninth grade need help in learning to appraise their own interests, aptitudes, personalities, and skills in relation to a variety of vocational opportunities.	T	108	74	33	1	0	0	1.35
	P	122	81	40	0	1	0	1.35
	S	59	32	27	0	0	0	1.46
	LD	6	3	3	0	0	0	1.50
6. Students entering the ninth grade need help in understanding the basic processes of production, processing, and distribution in a "free enterprise" economy.	T	108	52	54	2	0	0	1.54
	P	122	53	65	3	1	0	1.61
	S	59	28	31	0	0	0	1.52
	LD	5	1	3	1	0	0	2.00
7. Students entering the ninth grade need to become acquainted with the major occupational fields (including organizational structure, jobs, kinds of								

Table 3. (Continued)

Statements	C[a]	N[b]	Distribution of Responses[c] SA	A	N	D	SD	Mean Responses
work involved, and educational and other training requirements for entry and advancement in these major occupational fields).	T	108	53	52	2	1	0	1.55
	P	122	60	58	3	1	0	1.55
	S	59	29	30	0	0	0	1.51
	LD	6	2	3	1	0	0	1.83

[a]Category of Respondents (T - Introduction to Vocations Teachers;
P - Principals; S - Superintendents;
LD - Local Directors of Vocational Education)

[b]Number of Respondents by Category

[c]Scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

All four groups agreed very strongly with each of the five statements included in this table. It is interesting to note that, almost without exception, mean responses to statements concerning the specific objectives were higher than mean responses to the statement of the over-all objective.

In the comments one principal thought the over-all objective should be expanded.

Extent to Which Objectives are Being Met

Respondents were asked to give some appraisal of how well the needs suggested in objectives for the course were being met in their schools. Table 4 summarizes these responses.

Table 4. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education to a statement concerning the extent to which the needs of the students as reflected in the objectives are being met.

Statement	C[a]	N[b]	Distribution of Responses[c] SA	A	N	D	SD	Mean Responses
8. The Introduction to Vocations program as currently being taught in my local school(s) is adequately meeting the needs suggested in statements 4, 5, 6, and 7 above.	T	98	10	74	10	3	1	2.09
	P	107	17	73	9	8	0	2.07
	S	56	3	39	8	5	1	2.32
	LD	5	0	4	0	1	0	2.40

[a]Category of Respondents (T - Introduction to Vocations Teachers; P - Principals; S - Superintendents; LD - Local Directors of Vocational Education)

[b]Number of Respondents by Category

[c]Scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

All respondents generally agreed that the objectives were being met. There were some who disagreed and even strongly disagreed to this general statement. It should be noted that few respondents strongly agreed with the general statement.

Respondents were allowed to respond to the general statement but list specific exceptions. A number of exceptions by all groups were made.

Exceptions listed by teachers would indicate that in 11 schools the objective suggested in statement 4 of Table 3 is not being adequately

met. In 7 schools the objective suggested in statement 5 is not being adequately met. This is also true in 10 schools for the objective suggested in statement 6 and in 8 schools for the objective suggested in statement 7. Other teachers commented that they hoped they were adequately meeting the objectives or were trying to do so.

The principals had few exceptions. They made one exception for statement 4, five exceptions for statement 5, two exceptions for statement 6 and two exceptions for statement 7. Other comments included:

"We are doing our best but results will need to be measured."

"The teacher is doing her part. I do not know how much is a absorbed."

"For those students taking the course."

"I think we will meet their needs eventually."

"Need to improve in all areas."

Superintendents made four exceptions for statement 4, seven exceptions for statement 5, five exceptions for statement 6 and four exceptions for statement 7. One superintendent commented that, "Question No. 4, 5, 6, and 7 are difficult to achieve in one single class. In my opinion, to accomplish the needs outlined in these questions will take more time, organization, and effort than can be expended in any one class or course of 180 hours." Another superintendent commented, "We need to strive to do a better job in all areas. No. 5 represents the greater challenge."

The local directors did not make any exceptions although one stated, "We have room for improvement in all statements."

Relationship to Other Academic and Vocational Offerings

The Introduction to Vocations teachers, principals, superintendents and local directors were asked to respond to statements concerning the relationship the Introduction to Vocations course should have to other academic and vocational offerings in the school. Their responses are shown in Table 5.

Table 5. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education to statements concerning the relationship introduction to vocations should have to other academic and vocational offerings in the school.

Statements	C[a]	N[b]	Distribution of Responses[c] SA	A	N	D	SD	Mean Responses
9. Introduction to Vocations should have a close relationship to and help students make decisions concerning vocational education offerings in the school.	T	108	47	56	3	2	0	1.63
	P	122	49	51	1	0	1	1.63
	S	58	25	29	2	1	1	1.69
	LD	6	4	2	0	0	0	1.33
10. Introduction to Vocations should have a close relationship to and help students make decisions concerning other academic offerings in the school.	T	108	50	48	9	1	0	1.64
	P	122	48	65	7	2	0	1.70
	S	59	23	30	2	3	1	1.80
	LD	5	2	2	0	0	1	2.20
11. Vocational interests in students identified or sharpened during the Introduction to Vocations course should influence the nature of vocational offerings at the upper high school level.	T	108	41	56	8	2	1	1.76
	P	122	49	63	9	1	0	1.69
	S	58	21	34	1	2	0	1.72
	LD	6	0	5	1	0	0	2.17

[a]Category of Respondents (T - Introduction to Vocations Teachers; P - Principals; S - Superintendents; LD - Local Directors of Vocational Education)

[b]Number of Respondents by Category

[c]Scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

It was agreed that the Introduction to Vocations course should help students with decisions concerning both vocational and academic offerings in the school. Very few were in disagreement with either statement although more were in a neutral position concerning the relationship to academic offerings.

There was also general concensus that the nature of the vocational offerings at the upper high school level should be influenced by vocational interests of students identified or sharpened during the Introduction to Vocations course. Two comments by principals are reprinted here to indicate that they recognized other factors and influences affecting upper high school vocational offerings.

> "This is only partly true. The curriculum of a school can be changed only slowly and must be geared to world and community needs as well as to students' wants."

> "If a majority of students take I. V. during the ninth grade."

Appropriateness of Course Content

An effort was made in this study to determine the extent to which the respondents believe the course content as outlined in the Teacher's Guide is appropriate for meeting the course objectives.

Most of the respondents agreed that the course content was appropriate. There were some respondents who disagreed and several who were neutral.

Table 6. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education to a statement concerning the appropriateness of course content for the introduction to vocations course.

Statement	C[a]	N[b]	Distribution of Responses[c] SA	A	N	D	SD	Mean Responses
12. Course content as outlined in the Teacher's Guide for the Introduction to Vocations course is appropriate for meeting the course objectives	T	101	13	65	14	9	0	2.19
	P	114	13	87	10	4	0	2.04
	S	55	6	38	9	2	0	2.13
	LD	5	1	3	1	0	0	2.00

[a]Category of Respondents (T - Introduction to Vocations Teachers; P - Principals; S - Superintendents; LD - Local Directors of Vocational Education)

[b]Number of Respondents by Category

[c]Scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

Several of the comments made by the respondents are appropriate for inclusion at this point.

Selected Comments of Introduction to Vocations Teachers

"It is appropriate, but sometimes it doesn't meet the varying needs. The Economics Unit needs additional materials to assist the teacher planning. I've never had a business course except typing. The basketball, football, and you name it coach was the teacher for my 9th grade civics course. I can't balance my check book, let alone figure all these other business things for a class of students to understand. I feel helpless. Thank goodness for eager outside speakers."

"Much of the 'economics' that is outlined in our guide is 'too advanced' for our students in the I. V. Program."

"This agreement that the information in the red-book is appropriate is considering the fact that you told us that the book will be revised giving a new listing of materials, films, etc."

"This will vary according to the type of students a teacher has -- low, high, etc. I question that Unit I should come at the first of the year."

"Easily adapted to meet need of each group."

"There may be a need for revising unit on economics."

"The Teacher's Guide is adequate for teaching but occasionally it leaves room for repetition of subject and discussion. I believe that it should also include more information about N. C. and jobs with definite futures here."

Selected Comments of Principals

"Area on self-analysis needs to be beefed up more. After all, self evaluation should be and is the most important phase of the course."

Selected Comments of Superintendents

"Have to admit haven't studied the guide."

"Too general. Not enough practical meat. Lack many opportunities to explore."

"Could be broadened and revised."

"Self evaluation materials are too thin."

"Needs some revision."

"For present."

Effect on Dropouts

Table 7 shows the responses of Introduction to Vocations teachers, principals, superintendents and local directors to a request for them to react to a statement about a possible result for students successfully completing the course -- that of fewer dropouts.

Table 7. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education to whether the introduction to vocations course might possibly result in fewer students dropping out of school

Statement	C[a]	N[b]	Distribution of Responses[c] SA	A	N	D	SD	Mean Responses
13. The Introduction to Vocations course should result in fewer dropouts from students successfully completing it.	T	107	46	48	12	1	0	1.70
	P	122	47	65	10	0	0	1.70
	S	58	20	33	5	0	0	1.74
	LD	5	2	2	1	0	0	1.80

[a]Category of Respondents (T - Introduction to Vocations Teachers; P - Principals; S - Superintendents; LD - Local Directors of Vocational Education)

[b]Number of Respondents by Category

[c]Scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

Most respondents agreed with this statement. There were several neutral responses. Only one person, a teacher, disagreed with the statement.

One teacher made the following comment concerning the statement:

> "There are so many variables concerning dropouts that I don't think the course should be judged by its retention power. I think it is just as important for potential dropouts to take the course as it is for other students. (More so in some cases). Various situations occur, over which I. V. can have no control, causing dropouts. There are other cases in which leaving school is the best solution to a problem. Nevertheless, regardless of the

reason for leaving school, I hope my I. V. students will be better dropouts (if they do so) and face life as well as the world of work more realistically."

Elective Nature of the Course

Should a course like Introduction to Vocations be strictly an elective course or should it be required of all students? Table 8 summarizes the responses of the four groups included in the study to a statement designed to get reaction from them to this question.

Table 8. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education to a statement concerning the elective nature of introduction to vocations

Statement	C[a]	N[b]	Distribution of Responses[c] SA	A	N	D	SD	Mean Responses
14. The Introduction to Vocations course should be an elective (as opposed to a required) course.	T	107	21	31	9	27	19	2.93
	P	121	33	37	12	31	8	2.54
	S	58	17	27	5	7	2	2.14
	LD	4	0	2	0	1	1	3.25

[a]Category of Respondents (T - Introduction to Vocations Teachers; P - Principals; S - Superintendents; LD - Local Directors of Vocational Education)

[b]Number of Respondents by Category

[c]Scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

Table 8 indicates considerable disagreement among all four groups to this question. Teachers were almost equally divided in their

responses. Principals and superintendents were somewhat more in favor of the course being elective.

One principal suggested that, "It should be required for non-college ability students."

Grade Level Placement

Respondents were given an opportunity to indicate the grade level at which the Introduction to Vocations course should be placed. Table 9 shows their responses.

Table 9. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education concerning the grade level placement of the introduction to vocations course

Grade Level	Introduction to Vocations Teachers	Principals	Superintendents	Local Directors	Total[a]
Seventh Grade	0	0	1	0	1
Eighth Grade	18	15	10	4	47
Ninth Grade	87	103	49	4	243
Tenth Grade	12	8	2	1	23
Eleventh Grade	3	2	1	1	7
Twelfth Grade	4	0	0	0	4

[a]Table entries add to more than the total number of respondents since some respondents suggested that the course be offered at more than one grade level and all suggestions were tabulated

Table 9 indicates that most Introduction to Vocations teachers, principals, superintendents, and local directors of vocational education believe that the course is correctly placed. It should be noted that

the next high suggestion is for the eighth grade. It should also be noted that several respondents indicated more than one grade which would be appropriate for the course.

Some selected comments from each of the four groups of respondents are given below.

Selected Comments of Introduction to Vocations Teachers

"Tenth, eleventh and twelfth grades in special cases."

"I think I. V., as it is outlined now, is best for the ninth grade level student but I think students from the 2nd grade up should be introduced to the world of work specifically. It should be elevated each year so that when the child reaches the ninth grade it won't be so difficult to show him that in America, people work for a living and that is his ultimate goal regardless of how much or how little of the world's goods and services he now enjoys without working for it. He will know that work is human, just, and not only a way of life but it is life itself. I must admit that it is difficult to sell the world of work to a student in the 9th grade for the first time. To them or some of them automation means nothing."

"I think we should consider the eighth grade also."

"Perhaps one class of upperclassmen for those who feel the need."

Selected Comments of Principals

"Non-graded through eleventh."

"I overview unit in eighth grade."

"Some 10, 11, & 12 grade students should be allowed to take I. V. if they couldn't schedule it in grade 9."

Selected Comments of Superintendents

"I would not exclude 10th and 11th."

"2-3 week course in 9th grade."

"I would suggest 9-12."

Selected Comments of Local Directors of Vocational Education

"Eighth or ninth grades."

"With modifications in grades 10 and 11."

Ability Levels of Students to be Served

Table 10 indicates little question from any group concerning the ability levels of students to be served by the course.

Table 10. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education concerning ability levels of students to be served by the introduction to vocations course.

Ability Levels	Introduction to Vocations Teachers	Principals	Superintendents	Local Directors	Total
Above average ability	2	0	0	0	2
Below average ability	0	0	1	0	1
All ability levels	102	119	57	6	284
Other	0	2	0	0	2

Respondents apparently felt very strongly about this statement because very few respondents qualified their selection in any way.

Others emphasized their selection of "All ability levels" by checking it and then writing it in as well.

Sexes of Students to be Served

Table 11 shows that nearly all respondents thought that the Introduction to Vocations course should serve both boys and girls equally.

Table 11. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education concerning the sexes of students to be served by the introduction to vocations course

Sex	Introduction to Vocations Teachers	Principals	Superintendents	Local Directors	Total
Boys only	1	0	0	1	2
Girls only	0	0	0	0	0
Both sexes equally	102	114	55	5	276
Other	0	0	0	0	0

Only one teacher and one local director thought the course should be for boys only. No respondent thought the course should serve only girls.

Teaching Procedures, Techniques and Aids

A number of teaching procedures, techniques or aids which might be used in the course were listed. Spaces were provided to add others. Repondents were asked to select the five they considered to be most effective for the course. Table 12 shows how they responded.

Table 12. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education concerning teaching procedures, techniques or aids appearing to be most effective for the course

Procedures, techniques or Aids	Introduction to Vocations Teachers	Principals	Superintendents	Local Directors	Total
Resource person come into classroom	72	94	47	4	217
Field trips	84	89	39	2	214
General discussion	66	82	35	3	186
Movies	75	69	20	2	166
Projects	33	48	29	0	110
On-the-job interviews	38	43	22	2	105
Oral reports	43	40	17	2	102
Committee work	20	39	26	1	86
Keep notebooks	39	17	3	2	61
Individual observation	17	17	15	0	49
Collect want ads	11	5	5	0	21
Theme writing	6	5	3	1	15
Other	6	6	3	0	15

The two most effective techniques were "resource person come into classroom" and "field trips". The teachers rated field trips as number 1 while the principals, superintendents, and local directors placed resource persons higher. The order of ranking according to score by group was very similar.

The few comments and added techniques did not present any type of pattern and would not change the list except to add items with one or two scores for each. Debates, role playing, occupational games, contests, and group projects were among the additional techniques listed.

Teacher Qualifications

Teachers who are enthusiastic and creative make the best Introduction to Vocations teachers according to Table 13 which deals with the most important qualifications of a teacher. Respondents were able to select five from the seven listed and allowed to list additional ones.

Table 13. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education concerning the most important qualifications for a teacher of introduction to vocations

Qualifications	Introduction to Vocations Teachers	Principals	Superintendents	Local Directors	Total
Enthusiasm	104	116	54	5	279
Creativity	82	101	45	5	233
Ability to do individual and small group instruction	57	87	38	4	186
Ability to work well with other teachers	70	74	37	2	183
Trained in guidance	59	68	32	4	163
Above average abilities in public relations	57	62	35	1	155

Table 13. (Continued)

Qualifications	Introduction to Vocations Teachers	Principals	Superintendents	Local Directors	Total
Industrial or business experience	45	59	20	3	127
Other	37	20	14	2	73

All four groups pretty generally responded the same way. Teachers saw "ability to work well with other teachers" as being more important than "ability to do individual and small group instruction". The other three groups of respondents saw these in reverse order.

Some selected comments from the four groups of respondents follow.

Selected Comments of Introduction to Vocations Teachers

"The ability to detect special work abilities of students."

"Strong feet, good nervous system, intestinal fortitude, mild temper, 'guts'."

"Initiative."

"Believes in goals of I. V."

"Patience."

"Dynamic personality."

"Genuine interest in helping students develop plans for their futures."

"Ability to analyze and understand people."

"Sincere desire to help children."

"A broad knowledge of the world of work."

"A wide range of interests and abilities."

Selected Comments of Principals

"Should have some training in guidance."

"Patience to work with individuals."

"Wide experience and knowledge of the world of work."

"Ability to motivate students to the point they are able to look ahead to the future."

"Good common sense - ability to organize."

"Above average interest in the individual."

"Training in occupational guidance."

"A love for the course."

"Ability to understand the limited experiences of children being served."

"Dedicated to the task."

"In this specific kind of course it would appear to me that the instructor would need high organizational talent, in addition to keeping himself well versed in the ever-changing trends relative to vocational opportunities. Any time we are dealing with and specifically relating instruction to individual interests, we need to offer instruction that will appeal to the individual rather than the group. Good organization is essential in reaching objectives in this type of course. It is essential that up-to-date information be offered in this course. This requires the effective instructor to be continually re-educating himself on an individual in-service basis. We must have the initiative to individually take on this responsibility."

Selected Comments of Superintendents

"Plain hard eight hour work day."

"Likes to teach."

"Ability to get others to respond."

"Knowledge of many vocations."

"Understanding."

"Willing to work and adapt--dedicated to teaching."

"Genuine concern for youngsters."

"Interest in professional growth."

Selected Comments of Local Directors of Vocational Education

"Interest in students."

"Actual work experience in vocations."

Barriers to Further Improvement

Respondents were asked to indicate the three most serious barriers to further improvement of the course in their administrative unit or school. A list of possible barriers was made from which they were to choose and/or add additional ones from which to make their selection of the three most serious ones. Table 14 shows how they responded.

Table 14. Summary of responses of introduction to vocations teachers, principals, superintendents, and local directors of vocational education concerning the three most serious barriers to further improvement of introduction to vocations programs in local administrative units and schools.

Barriers	Introduction to Vocations Teachers	Principals	Superintendents	Local Directors	Total
Inadequate teaching materials	47	54	15	0	116
Equipment - supplies	38	49	13	0	100
Plant - space - housing	34	41	18	0	93
Lack of textbook	28	21	3	0	52
Scheduling	16	18	14	0	48

Table 14. (Continued)

Barriers	Introduction to Vocations Teachers	Principals	Superintendents	Local Directors	Total
Enrollment - attendance	16	17	13	1	47
Lack of available teachers	7	18	18	3	46
Cannot arrange field trips	18	22	4	0	44
Teacher overload	27	13	3	0	43
Professional preparation of teacher	8	14	17	2	41
Lack of student interest	7	14	13	0	34
Level of teaching materials too high	10	2	1	0	13
Lack of teacher interest	3	0	5	2	10
Administrative support	7	0	0	0	7
Other	20	14	3	3	40

Inadequate teaching materials appears as the most serious barrier. Perhaps this has some connection with the fourth most serious barrier--the lack of a textbook. The third most serious barrier, plant - space - housing, is perhaps a reflection of unsatisfactory makeshift, temporary, or "floating" classrooms assigned to Introduction to Vocations teachers. A "floating" classroom refers to a situation where the teacher may find himself in a different room each period of the day.

Some other barriers listed were in the areas of caliber of students, availability of funds, location of school, understanding by other teachers and general public, transportation, resource speakers, graduation requirements, imminence of consolidation, certification requirements, teacher allotment, and length of teacher employment.

Improving Introduction to Vocations Programs

Respondents were asked for suggestions for improving Introduction to Vocations programs and also asked to indicate what specific plans they had for improving the program(s) over the next three years. The writer, after reading their comments, made a judgment as to whether these constituted suggestions for improving the course and specific plans for improving the course. Table 15 summarizes the number of each according to judgments made by the writer.

Table 15. The extent to which introduction to vocations teachers, principals, superintendents, and local directors of vocational education have suggestions for improving introduction to vocations programs and/or have specific plans for improving the program over the next three years.

Category of Respondents	Having Suggestions		Having Specific Plans	
	Yes	No	Yes	No
Introduction to Vocations Teachers	89	19	90	18
Principals	91[a]	30[a]	89[a]	32[a]
Superintendents	43[a]	14[a]	47[a]	10[a]
Local Directors	6	0	6	0

Table 15. (Continued)

[a]Does not add up to total number of respondents because of error in instrument or in putting instrument together resulted in inability of respondent to reply to these questions.

Over three-fourths of the respondents in this study had one or more suggestions for improving the program. Almost four-fifths of the respondents listed at least one specific plan for improving their program(s) over the next three years. Some of these suggestions and plans are listed on the next several pages.

Improving Introduction to Vocations Programs at the State Level

Respondents were asked for their suggestions for improving the Introduction to Vocations program at the State level. This was an open-ended question and the responses do not lend themselves to summarization in a table. Examples of suggestions were selected from each group and listed below.

Selected Suggestions of Introduction to Vocations Teachers

"Workshops more meaningful."

"Fight for longer employment for teachers. Work closer with school administrative personnel."

"Better teacher preparation."

"Continue the 'selling' of this program throughout the state."

"Continuing of Regional I. V. teachers' meeting to exchange ideas and techniques."

"Clearing house for materials and ideas."

"Send us as much up-to-date material as possible."

"Offer a workshop for teachers--taking them into different types of industry."

"A textbook should be provided for the course."

"Conferences and workshops for teachers."

"Teacher's workshop yearly for all teachers (2 weeks)."

"If at all possible, I believe the program would be more effective with team teaching."

"More state money available."

"More extensive teacher training; 10 months salary."

"State Supervisors should give more information to superintendents and principals about I. V. Program."

"Spell out the requirements for a good I. V. class and visitation."

"Employ I. V. teachers for 10 months so time would be available for making plans, getting materials typed, and mimeographed for another term. I am so much happier in my work and planning this year due to the fact I was at school this past summer and remained in the afternoon (about 3 per week) to work on my I. V. materials. I know what I can do some time in advance now for I have materials ready for every student through unit five."

"More training for leaders in business, economics, sales and public work."

"More detailed news letter."

"Encourage the establishment of an equipped department or special I. V. room where a full-time teacher is employed."

Selected Suggestions of Principals

"More area workshops."

"More individual school visits by State supervisors."

"Increased In-Service Training Programs for Teachers and Administrators."

"A basic textbook, state film and filmstrip library."

"Extend employment to ten months."

"Help us to get more teaching material."

"More workshops during the school year at Community Colleges."

"Certification should have more latitude."

"More teaching material."

"Help in informing the public about the program."

"Expanded program of teacher training. More supervision from the State level until the program is well established."

"Stabilize leadership."

"Set up a central place for a library to allow film and filmstrip services."

"Provide I. V. teacher for 4 periods teacher load and 2 planning periods."

Selected Suggestions of Superintendents

"Teacher training and money."

"Adequate teacher training."

"More financial support."

"Supervision."

"More supervisors for work in the field."

"More money for teaching materials and equipment at least on a matching basis."

"Reorganize program to include more shop training."

"More frequent visits for encouragement and giving helpful suggestions."

"Re-evaluate course content."

"10 months employment."

"Allow teachers to use some time for guidance."

"Turn out better qualified teachers."

"Workshop for administrators with total up-to-date explanation of program."

Selected Suggestions of Local Directors of Vocational Education

"Better preparation of teachers."

"Keep us informed at the county level as you develop the program."

"Teacher training workshops, teaching materials, equipment."

"Materials."

"Continue with the workshops and individual supervision."

Improving Introduction to Vocations Programs at the Administrative Unit Level

Comments have been selected by the writer for inclusion here as representative of the types of suggestions made by the respondents as ways to improve Introduction to Vocations programs at the administrative unit level.

Selected Suggestions of Introduction to Vocations Teachers

"Less 'red tape' in getting field trips."

"Give more financial support."

"Travel expense should be allowed all I. V. teachers so they may visit all parents and communities."

"A definite stand to be taken on vocational education and then a vigorous campaign to fulfill this stand."

"Give us more equipment to work with."

"I. V. teachers schedule should be arranged so students can be taken on field trips."

"Providing transportation for field trips."

"The Board of Education should either purchase a bus or provide funds for field trips."

"More visits to appraise or criticize, give suggestions."

"Should become acquainted with work we're doing--visit us."

"The administrators should provide a decent classroom for this course. Also, there should be ample shelves and storage cabinets for the protection of the materials used in I. V. Provisions should be made so that an instructor has blackout shades and proper electrical outlets in the room for showing films."

"A full-time teacher and more audio-visual aids."

"Provide an established I. V. Dept. or room with needed equipment and tools, storage and work space as for other Voc. courses--science, etc."

Selected Suggestions of Principals

"More money in budget for supplies and field trips."

"Appropriate money for more trips."

"Space, materials, and equipment. (Much of this will soon be available)."

"Become better acquainted with the work in I. V."

"Better arrangements for field trips."

"More guidance and orientation at 8th grade level on what I. V. is and can mean to students."

"Encouragement should be given to all ability levels to take this course."

"Supervision - more adequate facilities."

"Monthly meeting of I. V. teachers with Director of Guidance and Counseling."

"Recognition of importance of course by providing adequate instructional materials."

"Exchange of ideas and instructional techniques as well as overall planning between schools and local business and industrial concerns."

"Provide more and better space for normal creative thinking and evaluating."

"More training for teachers."

Selected Suggestions of Superintendents

"A better understanding of the objectives and potentialities of I. V."

"Provide more equipment and teaching materials."

"More supervision."

"Money at local level to help pay cost of programs."

"Some orientation to upper elementary grades; more guidance in elementary schools."

"Emphasis on a constructive, exploratory laboratory program."

"Better informed principals, and superintendents."

"Closer contact to know what is going on in order to give more help."

"Learn more about programs - budget more funds."

"More observation and support."

"Encourage teachers to continue professional training."

"Better coordination of all personnel and program."

"It must be sold to the principals."

"Increased budget - better teaching facilities."

"More housing space."

Selected Suggestions of Local Directors of Vocational Education

"Provide necessary funds for teaching aids."

"Supervision, teaching materials, equipment."

"Textbooks, manuals, etc."

"I need to do more supervision, but there is never enough time to do this."

Improving Introduction to Vocations Programs at the School Level

Among suggestions made for improving Introduction to Vocations programs at the school level are the following ones selected from the responses in the study.

Selected Suggestions of Introduction to Vocations Teachers

"Better plant facilities."

"More even balance in student number."

"More time for field trips."

"Need to see people actually at work more to observe."

"Improved scheduling--need a cross section of all students."

"More information and guidance given to students on I. V. and vocational education (a concerted effort of each school staff)."

"Explaining the advantages of the I. V. program to others."

"Limit course to 9th grade students. About half of my class are seniors--some taking D. E."

"School administration should supply cabinets, tables and give I. V. Department a small budget for ordering supplies."

"Adequate space for program."

"Need teaching material."

"Many teachers feel this is a course for students who can't pass anything else and smart students shouldn't take it."

"Teacher visitation--(school to school)."

"Reworking of schedule to allow both boys and girls the equal opportunity to take I. V."

"I'd like to share material--films--pamphlets--with upper classmen and teachers."

"Arrangement of time and transportation for field trips."

"Have a classroom--where I can keep all my materials in one place and also meet in that room."

"Education of all teachers and elementary students concerning I. V."

"More publicity."

"Establish guidance kits, etc. at each school (relative to the number of students)."

Selected Suggestions of Principals

"More encouragement to take the course."

"More equipment and supplies."

"More flexible scheduling to allow for field trips, etc."

"Improve schedule."

"Provide a more flexible classroom."

"Would like to see it offered in 8th grade."

"Smaller class size and a room set up as a single laboratory."

"Should have an exact budget."

"Greater correlation with overall curriculum."

"Acquaint more rising 9th graders of the program."

"More active interest from the administration."

"Additional teaching staff needed."

"Emphasis on coordinating I. V. with academic classes."

"Provide more space and a form of lab for surveying the different areas of work."

"Principal needs to be more actively involved in program."

"Seek to improve student interest - should be sufficient pupils to demand a full-time teacher."

"Use of community as a resource area and getting parent 'involved' in the program."

"Allow only ninth graders to take I. V."

"Reach all boys and girls in 9th grade--provide more guidance. Give more aptitude and interest tests."

"To be able to visit more places of interest."

"Provide for more vocational courses after I. V. is completed."

"Curriculum arrangement for more students."

"Make available all supplementary books and materials for students to explore in order to help each student find himself."

Selected Suggestions of Superintendents

"More cooperation of all teachers in promoting I. V. objectives."

"Work on selling the course to students."

"Scheduling."

"12 months contract."

"Better qualified teachers."

"Keep all classes in the same instructional area if possible; publicize projects of I. V."

"More financial support."

"More teaching materials."

"More coordination with other departments."

"Encourage more students to register for course."

"More information to all other teachers about the importance of the program."

"Improved schedule."

"Develop philosophy which concurs with curriculum and schedule accordingly."

"Proper room, materials."

"Improve registration - scheduling procedures - staff orientation regarding I. V."

Selected Suggestions of Local Directors of Vocational Education

"Eliminate scheduling problems."

"Student grouping."

"An even break on students with ability - not potential dropouts."

"A continuing selling job needs to be done on the principals."

"Constant review."

Improving Introduction to Vocations Programs at the Classroom Level

A number of suggestions for improving Introduction to Vocations programs at the classroom level were made by all four groups. Selected ones are reprinted below.

Selected Suggestions of Introduction to Vocations Teachers

"Regular classroom for all periods."

"I plan to do more research in order to improve my program."

"Continued use of a variety of teaching methods."

"Try for smaller classes."

"More materials and more field trips."

"Better understanding of student problems."

"Need more space and equipment to work with."

"Secure a full-time Introduction to Vocations teacher."

"To arrange my program of work in order to get more field trips into my schedule and have more resource persons to use my classroom."

"Spend more time in planning course of study."

"Spend more time with individual students."

"Resource material."

"More pupil participation in planning orientation program for incoming 9th graders."

"More activities to involve students directly."

"Teaching aids, visual material for all units."

"More long-range planning--more exploratory experiences."

"Grouping of classes according to ability of students."

"More organization needed on my part."

"Provoke more interest getting technique in the subject matter."

"Provision for more student activities."

"Provide more challenging experiences for the students."

Selected Suggestions of Principals

"Better teaching."

"Creativity."

"More materials."

"More equipment and supplies."

"More emphasis placed on the practical and functional aspects of the program."

"More committee and project work."

"More time on teacher's part to schedule field trips and interviews."

"Room space, resource materials."

"There should be more joint planning between teacher, parents and students."

"Stress trades more than the professions."

"Follow-up of students--work with dropouts."

"More preparation--may be too much emphasis on pupils individual contributions."

"Get community more involved."

"To motivate a desire in the students to learn of the world of work, and to constantly provide situations so that this desire may be satisfied."

"A larger variety of activities."

"Building a resource center."

"More enthusiasm on the part of the teacher."

"Possibly more shop work."

"Provide a student textbook for course."

"To have more space and working materials so as to create more enthusiasm."

"Provide more classroom space and planning time for teacher."

"Enthusiasm for teaching."

"Allow teacher freedom to organize and plan work so that students may derive the greatest amount of good."

Selected Suggestions of Superintendents

"More opportunities for inter-visitation to see how others do the job."

"More resource people."

"More training methods."

"This is one of the most difficult courses to teach in the curriculum. Continued assistance must be given to teachers to plan, assemble and prepare materials for student use."

"Vitalize instruction; let students have a part in planning; use many different methods or techniques in teaching."

"Improve the team of teachers."

"Keeping in close touch with community agencies."

"More use of resource people."

"Continual work on the program and subject materials and on methods of presentation."

"More business leaders for discussion groups."

"Developing multi-level and diversity of materials."

"A dynamic teacher and an interested group of youngsters."

"Provision for individual differences, with special emphasis on the slow student."

"Increase opportunities for increased contact with vocations through field trips, etc."

"Less time, not enough material to justify a years work."

"An enthusiastic, alert teacher."

"Permanent classroom, increased supplies, stationery equipment."

"To use the resources more."

Selected Suggestions of Local Directors of Vocational Education

"Better use of teaching aids and materials."

"Student grouping - public relations."

"Too many students for seats and space available."

"We need more teachers who really believe in I. V. and are willing to put in the extra time it takes to get the job done."

Specific Plans for Improving Introduction to Vocations Programs

A large number of specific plans for improving Introduction to Vocations courses were listed by the respondents. Some of these are listed below.

Selected Specific Plans of Introduction to Vocations Teachers

"Making it required for all students."

"Not having to 'float' from room to room."

"I plan to do more research in order to improve my program."

"Work for additional visual aids material."

"I plan to learn more about teaching economics. I plan to develop some projects to create more interest. I plan to invite a former I. V. student to speak to our class."

"Build adequate teaching aids if possible or obtain them. Have more bulletin board space in class and out of class. Obtain tests and aptitude tests to evaluate the students."

"To possibly visit eighth grades of schools, taking a couple of I. V. students along as helpers and to tell the incoming people about the course and giving these people an opportunity to talk with students who are taking I. V."

"I try to evaluate my teaching periodically taking into account changing vocational, educational and social patterns of our society."

"I plan to set up a better filing system in respect to my students in order that my guidance may be more effective throughout high school."

"Have more field trips, reorganize the material teaching. More material and a larger variety, more student activities."

"New school, better library, development of vocational library."

"I want to refine my teaching plans and make the course more profitable to each student."

"Continued training, strengthen the program, enroll more students in the course, involve more parents, follow-up of former I. V. students and sell the program to the community."

"School improvement project sponsored by I. V. Club. Take more field trips--spend more time on Unit III with slower students."

"Trying to convince the administration to offer I. V. to all 9th grade students."

"(a) Acquisition of materials. (b) Enlargement of program. (c) Provision for more class activities such as field trips, etc."

"Work toward the team teaching method."

"Search for material for students to use that is interesting and on their reading level. Collect novels pertaining to the course."

"Plan, carry out more field trips: individual, small group, large group."

"Add audio-visual equipment--build up supply of general materials and equipment--experiment with means for developing more student curiosity."

"Clarify the fact that I. V. is for all ability levels. More resource persons from industry and business. More cooperative effort with community college."

"I plan to work up a supply of teaching materials that really work with the caliber of students that I am working with."

"Additional publicity - more free material to be distributed - purchase additional material and equipment."

"Build up a better supply of material (newspaper clippings, magazine articles and booklets)."

"Purchase: Occupational Outline (sic) Handbooks, Guidance Kits, filmstrips, etc; D. O. T. filing and index for materials; I. V. Club; standardize I. V. activities to seasons of the year."

"I believe that parents should take a more active part in I. V. work on a community wide basis. This will create more interest on the part of the students."

"1. By trying to impress more thoroughly the importance of staying in school. 2. Becoming more aware of what the world of work is and how they fit into it."

"I plan to look at the records of my students and use them as follow-ups to see if there is mass improvement in the study habits, grades and interest in school. I also plan to develop better community relationships so that the public will better understand the program."

Selected Specific Plans of Principals

"Try to get teacher to improve teaching procedures."

"Field trips---Additional instructional materials."

"We are attempting to arrange more field trips and to provide transportation. Increasing our supplies and equipment, getting more students involved."

"Provide supplementary books, expand on our field trip schedule, increase the number of outside speakers."

"We hope to get it scheduled in a more suitable classroom than we currently have. We will increase the amount of materials and supplies available to our teachers."

"To provide more audio-visual materials and build up a good Introduction to Vocations Library in the classroom."

"Find a better classroom--provide more teaching materials."

"a. The acquisition of more materials. b. Enlarging program. c. Provision for more class activities."

"We intend to counsel more students into the course. We hope our enrollment will reach a point that will justify a full-time teacher at this school."

"Continue a program of information to elementary grades. Continue a project in manufacturing--distribution--economics. Integrate program with the vocational program offered in this school and use IVE to better advantage in planning our future vocational courses."

"1. Reduce class size. 2. Provide a complete laboratory for the program with all materials needed to carry out an effective program."

"We hope to be able to have field trips to such places as technical institutes, factories, hospitals, etc."

"Continue efforts to broaden contact with work-world and motivate individual concern."

"Would like to have an additional teacher."

"Attempt to get pupils of a higher capacity to elect the subject."

"Sell the program to the elementary school--pupils, teachers, principal."

"We are attempting to build a library of suitable materials for student use."

"Improve teacher qualifications, gather teaching materials, try to improve 'standing' of course in the eyes of the students."

"We feel this can be one of the most important courses in school. We plan more field trips and more resource persons to come speak with the classes."

"Improved guidance program for 8th graders."

"Encouraging additional training for I. V. instructors. Coordinating activities with local business and industrial concern on a long-range basis. Seeking support and enthusiasm from parents for the objectives of the program."

"Acquire supplementary books for text."

"We plan to encourage more pupils to enroll so that we might double the number of students now being taught. This also would require the preparation of another teacher."

Selected Specific Plans of Superintendents

"Plan to endeavor to use more field trips."

"To provide every possible teaching tool and to improve teacher qualification."

"Hope to obtain a supervisor."

"We plan to add more vocational classes to enable us to have vocational courses available at each grade level in high school."

"Providing more materials - getting all classes at 9th grade level."

"Better equip I. V. classroom. Expand our program (more) in some schools."

"More financial support. More publicity of program."

"Set up an allowance for I. V. teacher for the purchase of supplies. Try and retain the present staff so that we may gain from her experiences and evaluation."

"Encourage more students to take the course. We now have a full-time counselor. We need to better coordinate the program between teacher-counselor and subject teachers with special emphasis on use of the library services. Will probably need to add I. V. teachers."

"We are planning to acquaint more effectively students with program and broaden number participating."

"Continued evaluation of the program to determine needs for expansion or revision, provision of necessary equipment and materials, increasing awareness of regular staff on value of the program."

"Put courses (I. V.) in as many schools as possible. Encourage teachers to get more training. Encourage more and more students to take the course."

"Greater variety of materials. Add 1 more teacher in another school if allocation is available."

"Better scheduling. More I. V. personnel. Better housing. More equipment and supplies."

"Make available to more youngsters. Acquire additional positions. Better orient youngsters to advantages of this opportunity. Supplement store of equipment and materials."

"We hope to improve the Introduction to Vocations Program by providing more financial assistance, more supervision and a greater use of resource people."

"Encouraging increase in enrollment. Addition of positions as needed."

Selected Specific Plans of Local Directors of Vocational Education

"Including I. V. in the curriculum of 2 consolidated schools."

"Try to enlist more students."

"Try to get guidance department to expand testing program. And have this material available when school opens."

"Inform various schools what I. V. is."

Other Comments

Respondents were provided space on the survey instrument to make other comments concerning the program. The following comments were selected for inclusion in this report.

Selected Comments from Introduction to Vocations Teachers

"I enjoy the program very much and hope to improve my teaching abilities as time progresses."

"I feel that the Introduction to Vocations program is the answer to many student's occupational futures. It enables them to explore the world of work and to make the right decision, when the time comes, about their life's work."

"I feel the I. V. Program is meeting the needs of a great number of students and is gradually becoming better known to administrators, students and the general public."

"I think the material we have to teach is very interesting. Small classes makes it possible to give students more individual attention, which some of mine need badly."

"I have enjoyed teaching Introduction to Vocations, because I think it is meeting one of the most urgent needs of our young people."

"I feel that the program is invaluable for girls and boys who are so in need of information that will help them plan for the future. Every ninth grade boy should have access to this course."

"This is just my second year of teaching I. V. I am enjoying it more this year than last. I know more about where I'm--students--are going."

"Would like to see a full-time I. V. teacher in the school. I have a feeling all, or more than 25-30 students, should have the opportunity to enroll in the I. V. course. Concerning the grade level placement I checked twelfth. There are many advantages in so far as the ninth grade is concerned but what about the stability of a 14 year old when he comes to choosing an occupation?"

"I think the basic set-up for study in I. V. is good. There is a variety of knowledge plus freedom in presenting the knowledge. Many visual aids are available to make the class more interesting than it would be just reading from a book. I enjoy teaching I. V. It is a good <u>basic</u> vocational information course."

"We have a most enthusiastic and efficient leadership in this new program. Exchange of workable ideas is fine and I like the informal atmosphere of our group meeting. All teachers seem to be for all teachers and the supervisors lead in the same degree of helpfulness, enthusiasm and understanding. It seem to me a valuable program is in the making on a sound footing."

"We need more teaching references in multiple copies (one for each student). Someone might try and write a textbook."

"The material (printed units) we have received from the State Department are very good. My problem is finding time and paper for reproducing these to use in my classroom. I'd like to use these--especially those concerning Economics."

"The I. V. program at our school is proving to be one of the best for learning experiences. There is much interest on the part of all students taking the course. My hope is that it will become a required course for ninth grade students."

"Personally, I feel the I. V. staff is doing a good job providing us with all the information they can which has been a great help. More Pathfinders--one each month."

Selected Comments from Principals

"I feel the competency of the teacher sets the tone of the program."

"Put a good book or handbook on the textbook or supplementary book list."

"I like the program as it now operates but we need more field trips."

"The program is progressing nicely. The students and teachers have become more aware of the merit of the program and are putting forth special efforts to strengthen and improve the program. More emphasis is being placed on live projects."

"The teacher of I. V. needs some training in guidance and testing. The program has done much in helping students to understand themselves and their peers. In turn it has helped the dropout problem."

"Our instructor of I. V. is doing an excellent job. She is so very creative and holds the attention of all of her students. I am very pleased with her work."

"We are proud of our I. V. program this year. The teacher is doing an excellent job. I just hope that this program is never dropped from our curriculum offerings. It is a most vital one."

"Excellent program."

"I hope that we can in the future offer more shop courses such as mechanics, industrial arts, furniture manufacturing and others which will make our I. V. really the first step in a four year program."

"I have been well pleased with the program. This is our second year with it and we are beginning to draw a good cross section of the boys into the course. We hope to be able to bring more girls in also."

"It is a very good program."

"I feel that the union of guidance and Introduction to Vocations positions could well be a goal of the program. This would give adequate follow-up program incentive. If a school needed a full-time counselor, split the position and have two part-time I. V. teachers and two part-time counselors. If the course were required this would insure that the counselor knew the student, his capabilities and ambitions."

"State supervisors have been most helpful in getting resource materials and supervising the program."

"We feel that the I. V. program as currently organized and planned offer great possibilities for our students and community."

"The Introduction to Vocations program is performing a vital service in our school. We believe that this program, as all programs, can be improved; but we are well pleased with I. V. as it is now structured."

"We are in need of a full-time I. V. teacher."

"It would be an excellent idea if the State Department would conduct an institute or workshop for principals on the I. V. program."

"The I. V. program is operating successfully in our school. Although it is an elective course, it is very popular with our pupils. Our guidance department cooperates fully with the instructors in this area."

"This program is one that has been needed for a long time. The disseminating of information to students so that they may be more appreciative of the world of work is indeed a necessity that needs constant implementing. It is the general consensus by all involved that it is paying off in handsome dividends."

"One of the finest programs for youth in our school."

Selected Comments from Superintendents

"Teachers are difficult to find. We were forced to drop the program in one school because of the lack of a qualified teacher."

"More industrial and business concepts needed by teachers."

"The I. V. Program has been a valuable addition to our curriculum. We believe there is a need for such a course in schools. There is some indication that it might be valuable for Seniors that had not had it as freshmen, however, we feel that as now set up it is best at ninth grade level, especially since it should be helpful to students in planning their high school curriculum."

"Very fine program - excellent help from State Department - we have a very good teacher. I feel sure we have something going."

"I would like to see a 'hybrid' course developed for students of very low ability - a cross between I. V. and I. C. T. The course should be available to potential drop-outs and others of low ability at any grade level. We have tried this on an experimental basis and I think it has merit."

"We like it and think it has great possibilities."

"The I. V. program is helping to meet a need present in many of our pupils. The program can be improved through better coordinated from center to circumference, through more adequate teacher training courses or programs, more teacher and pupil interest and more concern expressed by all involved."

Selected Comments from Local Directors of Vocational Education

"Very effective when taught by a qualified, interested instructor."

"We have I. V. in three of our four high schools. One of the schools has it as a required subject and the program is going real well. One of the schools has it as a requirement (almost) for college and the third treats it as an elective for the lower level of the ninth grade. As I said before, I hope we can make I. V. a required subject for all ninth grade students."

SECTION III - SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

This study has been concerned with the opinions of Introduction to Vocations teachers, principals, superintendents and local directors of vocational education concerning the Introduction to Vocations program in the public schools of North Carolina.

Areas included for study were: need for such a course; extent to which course objectives are realistic and worthwhile; extent to which the course is presently meeting the objectives; grade level placement of the course; students to be served; relationship of the course to other academic and vocational offerings; qualifications needed by the teacher; elective nature of the course; barriers to improvement; most effective teaching procedures, techniques or aids; and plans for improving the course.

All Introduction to Vocations teachers, principals, and superintendents with as much as one year of experience in the program were invited to participate in the study. Ten local directors of vocational education were also invited to participate.

An instrument was prepared to determine opinions of the respondents and mailed with a cover letter in November, 1966. One follow-up letter was used. This resulted in slightly more than 80 per cent usable returns.

The data were analyzed and put into tables for this report.

Conclusions

The following conclusions seem to be justified from the results of this study:

1. There is definite need at the ninth grade level for a course designed to help students make the educational decisions required of them at about this grade level. These decisions have an important influence on their later occupational lives. Earlier training and experiences of these students generally have not been sufficient for them to effectively make these decisions.

2. The objectives of the Introduction to Vocations course in the public schools of North Carolina are appropriate, realistic and worthwhile objectives.

3. The objectives of the program are being satisfactorily attained in most schools in North Carolina. Additional emphasis should be given to increased methods of more effectively reaching the objectives. Some teachers will need to concentrate on improvement in their recognized weak areas.

4. Introduction to Vocations programs should have a close relationship to and help students make decisions concerning enrollment in vocational education and academic offerings in the school.

5. Vocational offerings at the upper high school level should be influenced by vocational interests of students identified or sharpened during the Introduction to Vocations course.

6. The suggested course content for the Introduction to Vocations course is appropriate for meeting the course objectives.

Continued attention should be given to making the course content even more appropriate.

7. Successful completion of the Introduction to Vocations course should result in fewer students dropping out of school.

8. More study, research and experience is needed before a final decision is made concerning whether the course should be an elective or required course.

9. The course should be offered at the ninth grade level. An introductory unit should be developed and made available for use at the eighth grade level. Materials selected or developed in the course should be made available for use by upper-class students, other teachers and guidance counselors.

10. Ability levels of students should neither require them nor prevent them from electing the course. Students of all ability levels should be served.

11. Both boys and girls should be served by the Introduction to Vocations course.

12. Extensive use of resource persons coming into the classroom and field trips for the students should be made in teaching the course.

13. Enthusiastic and creative teachers who have the ability to do individual and small group instruction and to work well with other teachers appear to be well suited for working in Introduction to Vocations programs.

14. Special attention needs to be given to making more adequate provision of teaching materials, supplies and equipment. More

adequate, attractive and permanent teaching stations should be provided.

15. Teachers, principals, superintendents and local directors are aware of many areas in which program improvement is needed and are making specific plans for this improvement.

16. More attention at the state level should be given to teacher preparation, securing funds for more teaching positions, extended length of employment of teachers, matching local equipment and teaching materials money, publicity for the program, teaching materials and in-service programs for both teachers and administrators.

17. At the administrative unit level attention should be given to more adequate budgets for Introduction to Vocations programs, more housing space, a closer acquaintanceship with the program, more supervision and better coordination of personnel and programs.

18. At the local school level attention should be given to securing better facilities, improving scheduling to allow for greater selectivity by students, more field trips and better balanced classes, helping all teachers and students to understand and appreciate the objectives of the course, greater correlation with the over-all curriculum, more effective orientation program for elementary teachers and students, more active involvement of the principal with the course, and providing additional planning time for the teacher.

19. Improvements at the classroom level can be made through better planning, more efforts to make effective field trips and use resource persons, using a larger variety of activities, professional improvement of the teacher, working closely with other vocational

and academic teachers and the guidance counselor, keeping in close touch with the businesses, industries and various agencies of the community and making better use of teaching aids and materials.

20. Plans for improvement over the next 3 years will concentrate in the areas of space, funds, scheduling, field trips, orientation of teachers and students, teaching materials and equipment, and making the course elective for both boys and girls of all ability levels.

21. The course is seen by local school officials as a valuable addition to the public school curriculum.

Implications

The following implications have been drawn by the writer from this study:

1. Vocational education, guidance and elementary school personnel (perhaps beginning in the State Department of Public Instruction) should join together to determine effective methods for use at the elementary school level to help students learn to make some of the educational decisions required of them as they enter their high school years.

2. Course content and instructional methods and techniques for the Introduction to Vocations course should be continuously evaluated and changed as necessary.

3. Teachers of Introduction to Vocations should emphasize the relationship of the Introduction to Vocations course to other vocational and academic courses in the school. Suggestions for doing this should be incorporated in the Teacher's Guide. Information

about both vocational and academic opportunities in the local school should be stressed by the Introduction to Vocations teacher.

4. Students who have characteristics of potential dropouts should be encouraged to take Introduction to Vocations. This must not be interpreted to mean that the course is only for special groups of students but that the nature of the course lends itself to helping students see the value of continuing their education and helping them to relate high school courses to their occupational futures.

5. Much further study is needed concerning the elective vs. possibly required nature of the course. There may be some students for whom the course should be required. How do we identify these students?

6. An introductory unit for optional use at the elementary school level should be prepared.

7. Continuous efforts must be made to assure that the course is made available to both boys and girls at all ability levels.

8. Local school officials should review their scheduling patterns to provide possibilities for effective field trips. The Introduction to Vocations Section in the State Department of Public Instruction should take the leadership in surveying ways this problem has been solved over the State and issue a bulletin outlining some of those for local consideration.

9. Incentive funds (on a matching basis) should be allocated by the State Board of Education for additional teaching materials and equipment for the program.

10. Local school officials should allocate a minimum of one period per day to the Introduction to Vocations teacher for planning, arranging for resource persons or field trips and individual help for students. Absolutely no administrative or supervisory duties should be assigned to this teacher during this period.

11. The State Board of Education should allocate funds to support at least one strong teacher education program in Introduction to Vocations. This would include both undergraduate, graduate and in-service programs. Other institutions should offer courses which might be used for certificate renewal purposes.

12. Each Introduction to Vocations teacher should be assigned classroom space where all Introduction to Vocations classes the teacher teaches each day would be held. "Floating" from classroom to classroom should be minimized and at best regarded as a temporary measure for one year only.

13. Periodic professional group meetings of Introduction to Vocations teachers should continue (and perhaps be expanded) under the leadership of the Introduction to Vocations section of the State Department of Public Instruction.

14. A strong research program should be developed for Introduction to Vocations programs. Leadership for this program should come from the North Carolina Research Coordinating Unit in Occupational Education, the State Department of Public Instruction and teacher education institutions.

15. Attempts should be made at all levels to increase public understanding of and appreciation for the course and its objectives.

APPENDIX

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

November 28, 1966

TO: Certain School Administrators and Introduction to Vocations Teachers

FROM: Tommie N. Stephens, State Supervisor, Introduction to Vocations
Joe R. Clary, Assistant Professor, North Carolina State University

SUBJECT: Request for Introduction to Vocations Data

The response to our request of November 2, 1966 for information on and reaction to the Introduction to Vocations program(s) in your local school or unit has been very good. The reactions and suggestions are proving most helpful to us as we evaluate our activities and plan ways in which we might be more helpful in working with you to improve your local Introduction to Vocations program(s).

Unfortunately, we have not yet received your response, which we are sure will add greatly to the value of this effort. Realizing the fact that you are extremely busy and may have misplaced the first instrument, we are enclosing another. (By the way, a few of you completed the instrument and returned it to us but failed to provide enough information at the top of the form to enable us to specifically identify your return. This will account for your receiving a second request after complying with the earlier one. Please help us by completing it again. While all replies will be kept confidential, it is important that we be able to identify each reply.) Would you take just a few minutes today and let us have the benefit of your thoughts on the points raised? Also, would it be possible for you to return the completed instrument by December 2?

In the event you have mailed your completed form to us in the last day or two, let us use this letter as an expression of our thanks.

Thank you very much.

TNS:JRC:pt

Enclosure

Name _____

Position _____

PLEASE COMPLETE and RETURN in enclosed envelope not later than November 11, 1966.

I. Listed below are a number of statements, some of which concern the nature and needs of students entering the ninth grade and others concerning the Introduction to Vocations course being taught in the public schools of North Carolina. Please read each of the statements carefully and indicate your reaction according to the following scale by placing a 1, 2, 3, 4, or 5 in the blank to the left of the statement.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

_____1. Youth are required to make a number of educational decisions at about the ninth grade level which have an important influence on their later occupational lives.

_____2. Adequate training is provided at the elementary school level for students to make the educational decisions required of them at the ninth grade level.

_____3. The over-all objective of the Introduction to Vocations course - "To help students develop plans regarding their occupational and educational futures" - is appropriate for a ninth grade level course.

_____4. Students entering the ninth grade lack a first-hand knowledge, understanding, and appreciation of the changing employment patterns and opportunities in the world of work.

_____5. Students entering the ninth grade need help in learning to appraise their own interests, aptitudes, personalities, and skills in relation to a variety of vocational opportunities.

_____6. Students entering the ninth grade need help in understanding the basic processes of production, processing, and distribution in a "free enterprise" economy.

_____7. Students entering the ninth grade need to become acquainted with the major occupational fields (including organizational structure, jobs, kinds of work involved, and educational and other training reguirements for entry and advancement in these major occupational fields).

_____8. The Introduction to Vocations program as currently being taught in my local school(s) is adequately meeting the needs suggested in statements 4, 5, 6, and 7 above (except for statements _____, _____, _____, and _____).

_____9. Introduction to Vocations should have a close relationship to and help students make decisions concerning vocational education offerings in the school.

____10. Introduction to Vocations should have a close relationship to and help students make decisions concerning other academic offerings in the school.

____11. Vocational interests of students identified or sharpened during the Introduction to Vocations course should influence the nature of vocational offerings at the upper high school level.

____12. Course content as outlined in the Teacher's Guide for the Introduction to Vocations course is appropriate for meeting the course objectives (Note: Please note exceptions and suggestions on the back of this page).

____13. The Introduction to Vocations course should result in fewer dropouts from students successfully completing it.

____14. The Introduction to Vocations course should be an elective (as opposed to a required) course.

II. Grade level placement of the Introduction to Vocations course should be: (Check (✓) the one selected)

_____Eighth grade.
_____Ninth grade.
_____Tenth grade.
_____Eleventh grade.
_____Twelfth grade.
_____ _____

III. The course should serve (Check (✓) the one selected for A and the one selected for B):

A. _____Above average ability students
_____Below average ability students
_____All ability levels equally
_____ _____

B. _____Boys only
_____Girls only
_____Both sexes equally
_____ _____

IV. What five teaching procedures, techniques or aids appear to be most effective for this course? (Select from list below, or add additional ones, and encircle the letter of each of the five chosen.)

a. On-the-job interviews
b. Theme writing
c. General discussion
d. Committee work
e. Oral reports
f. Field trips
g. Movies
h. Collect want ads
i. Individual observation
j. Resource person come into classroom
k. Projects
l. Keep notebooks
m. _____
n. _____
o. _____
p. _____
q. _____

V. What are the five most important qualifications for a teacher of Introduction to Vocations? (Select from list below, or add additional ones, and encircle the letter of each of the five chosen.)

a. Enthusiasm
b. Creative
c. Trained in guidance
d. Ability to do individual and small group instruction
e. Industrial or business work experience
f. Above average abilities in public relations
g. Ability to work well with other teachers
h. _____
i. _____
j. _____
k. _____
l. _____

VI. What are the 3 most serious barriers to further improvement of the Introduction to Vocations program in your administrative unit or school? (Select from the list below and encircle the letter of each of the three chosen.)

a. Plant - space - housing
b. Equipment - supplies
c. Inadequate teaching materials
d. Enrollment - attendance
e. Teacher overload
f. Scheduling
g. Lack of textbook
h. Lack of teacher interest
i. Lack of student interest
j. Administrative support
k. Professional preparation of teacher
l. Cannot arrange field trips
m. Level of teaching materials too high
n. Lack of available teachers
o. _____
p. _____
q. _____
r. _____

VII. What suggestion do you have for improving the Introduction to Vocations program:

a. At the State level (Supervision, teacher training, etc.): _____

b. At the administrative unit level: _____

c. At the school level: _____

d. At the classroom level: _____

VIII. What specific plans do you have for improving the Introduction to Vocations program over the next three years?

_____

_____

_____

IX. Other comments concerning the program:

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

November 2, 1966

TO: Certain Selected Public School Administrators and Teachers of Introduction to Vocations

FROM: Tommie N. Stephens, State Supervisor, Introduction to Vocations
Joe R. Clary, Assistant Professor, North Carolina State University

SUBJECT: A Request for Some Help

We need your help!

A few months ago, several of you were asked to give us your opinion of the Introduction to Vocations program and to make some projections to help us more realistically prepare our budget request for the next biennium. You responded with promptness and we are deeply grateful. Your comments concerning the Introduction to Vocations program were most gratifying. Most of these were rather general, however, and rightly so, because that is how they were requested.

We now are greatly in need of your more specific reactions and suggestions for the program. We have tried to categorize in the attached instrument some specific types of reaction and information we need to plan more effectively and carry out our roles in supervision and teacher education.

Would you please take a few minutes today to complete and return to us the attached instrument? Your individual replies will be held in confidence and not identified in reports resulting from this study. We will be happy to share the results with you as soon as possible.

Your cooperation in this study is deeply appreciated.

TNS:JRC:pt

Enclosure